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Research Article

Effectiveness of Organized Teaching Programme on Knowledge regarding Stress and Stress Reduction Techniques among Adolescent Students of Green Valley Educational Institute Srinagar, (J and K)

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I N F O

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A B S T R A C T

Background: Stress is a very uneasy feeling that everyone goes through in life and it is common in adolescents. Stress is a global public health problem with severe negative health consequences including anxiety, depression, cardiovascular diseases and suicides.

Methods: The research design selected for this study was pre-experimental one group pre-test post-test design. In this study, knowledge of 60 adolescent students class 10th and 11th fulfilling the inclusion criteria were assessed by using self-structured knowledge questionnaire.

Results: pre test was followed by administration of organized teaching program on day 1st and post test was done on day 7th. On pre-test, majority of the study subjects (78.3%) had moderate knowledge, 16.7% had inadequate knowledge and 5% had adequate knowledge regarding stress and stress reduction techniques and on post-test majority of the study subjects (81.7%) had adequate knowledge, 13.3% had moderate knowledge and 5% had inadequate knowledge. The mean post-test knowledge score (39.57±6.840) of subjects was significantly higher than that of the mean pre-test knowledge score (21.68±5.09) at 0.05 level of significance.

Conclusion: As the organized teaching programme was found effective in improving the level of knowledge regarding stress and stress reduction technique.

Keywords: Adolescents, Effectiveness, Organized Teaching Programme, Stress and Stress Reduction Techniques, Knowledge, Pre-test, Post-test

Introduction

WHO defines adolescence as segment of life between the age of 10-19 years. This transitional stage of life is characterized by rapid physical, social, and psychological development, sexual maturity and onset of sexual activity, desire for experimentation and transition from dependence to relative independence.[1]

Worldwide, there are more than 1.2 billion adolescents this indicates that roughly one in every six persons is an adolescent. In India adolescents constitute about 22.8% of total population which in absolute number is approximately 273 million forming a significant portion of the population.[2] The importance of adolescents lies in the fact that they are going to be the adults of tomorrow and the future development of a nation rests in large part on the prospect of having adult populace who are educated, healthy and economically productive.[3]

According to 2011 census one in every fifth person in India is an adolescent. During adolescence there is increased risk of emotional crisis often accompanied by mood changes period of anxiety and depressive behavior which adolescents attempt to fight through withdrawal avoidance of any social contact, aggressive reactions and addictive behaviors.[4]

Stress is a very uneasy feeling that everyone goes through in life and it is common in adolescents. During adolescence they imbibe both positive and negative things from their parents and environment. In this distressed situation they indulge themselves in anti-social and self-destructive activities.[5]

Stress is a global public health problem with severe negative health consequences including anxiety, depression, cardiovascular diseases and suicides. Stress and anxiety in children and teenagers are just as prevalent as in adults. Stressed out and negligent parents, high expectations in academic or other performances abused or deprived childhood, growing up tensions and demands for domestic responsibility are the main causes of child hood and teen stress. Stressed children show signs of emotional disabilities, aggressive behavior, shyness; social phobia and often lack of interest in otherwise enjoyable activities, stressed person are more prone to commit suicide.[6]

A number of biologic and environmental stressors such as demands of school, physiologic changes, and adversities like family conflicts and responsibilities, and an uncertain future places an adolescents at risk for emotional problems. The impact of unresolved stress may be manifested as depression, eating disorders, elimination disorders, suicidal behavior and dissociative disorders anxiety, poor concentration, aggression, physical illness, substance abuse etc .Typical sources of stressors in adolescence are physical (Abrupt changes in bodily appearance, development of secondary sexual characteristics, sexual maturation), cognitive (perturbations of the maturing brain), social and Environmental (school-induced stress, relations with teachers, parents, and peers) life changes that are novel, challenging, and stressful to young people. Acute stress Responses in young, healthy individuals may be adaptive and typically do not impose a health burden. However, cumulative and chronic stressors may lead to increased emotional and physical problems.[7]

Identification of adolescents' stress and stressors is very important and helpful for planning and implementing health promotion as well as prevention programmes in the natural settings in which they interact.

Interventions to manage stress include recognition of the causes and sources of the threat or disease and conscious raising. Other interventions include identification of relationships providing help and reassurance. In addition relaxation techniques like progressive muscle relaxation, guided imagery, deep breathing exercises, diet, sleep, and repetitive prayer etc may help. Adolescents are often helped by interventions to deal constructively with stressors in their lives.[8]

Alborzkouh, Nabati, Zainali (2015) conducted a quasi-experimental study on effectiveness of stress management skills training on academic vitality and psychological well-being among 40 students at Shaheed university of Tehran. The findings showed that the stress management skills training significantly contributed to promoting the academic vitality and psychological well-being of students ($p<0.001$).[9]

Serreti, Chiesa (2014) conducted a study on Mindfulness Based Stress Reduction (MBSR) for stress management in healthy people at Italy; A review and meta analysis. Mindfulness based stress reduction showed a non-specific effect on stress reduction in comparison to any inactive control, both in reducing stress in enhancing spiritually values, and a possible specific effect compared to an intervention designed to be structurally equivalent to the meditation program. A direct comparison study between MBSR and standard relaxation training found that both treatments were equally able to reduce stress .[10]

Atri, Randhawa, Devasirvadam (2021) conducted a Pre-experimental Study to assess the effectiveness of structured-teaching programme on knowledge and practice regarding stress management among 50 adolescent students of 12-18 years of age groups Studying in a Selected school at gurugram (Haryana) Results showed that the students had a significant improvement ($P<0.05$) in their mean post-test knowledge scores in relation to all the aspects of structured stress assessment Rating Scale among students. The mean knowledge score of Stress level of Knowledge among

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adolescence students in the post test (M=21.06 ±4.45) was higher than that of in the pre test (M=20.50±5.67).[11]

The investigator found it important to educate adolescent students about stress and stress reduction techniques. This will help to improve wellbeing and prevent the consequences of stress such as substance abuse, physical illnesses, and mental disorders among adolescent students. Thus the study regarding stress and stress reduction techniques was selected to be conducted on adolescent students.

Objectives

1. To assess Pre-test knowledge Score regarding Stress and Stress reduction techniques among adolescent students aged 16-18 years in Green Valley Educational Institute Ellahi Bagh Srinagar Kashmir.
2. To assess Post-test Knowledge Score regarding Stress and Stress reduction techniques among adolescent students aged 16-18 years in Green Valley Educational Institute Ellahi Bagh Srinagar Kashmir.
3. To evaluate effectiveness of organized teaching program on knowledge regarding Stress and Stress reduction techniques among adolescent students by comparing pre-test and post test Knowledge Score.
4. To determine the association between Pre-test knowledge scores regarding Stress and Stress reduction techniques among adolescent students and their selected demographic variables (age, Gender, Type of family ,Educational status of father, educational status of mother, occupation of father, occupation of mother and Residence).

Material and Methods

A pre -experimental one group pre-test and post-test design was used for the study in order to evaluate the effectiveness of organized teaching programme on knowledge regarding stress and stress reduction techniques among adolescent students of Green Valley educational institute Ellahi Bagh Srinagar, Kashmir. Permission was obtained from the concerned authorities to conduct the final study. Ethical clearance was obtained from Institutional Ethics Committee (IEC), SKIMS. Permission was also obtained by taking informed consent individually from each adolescent student of class 10th and 11th prior to his/ her inclusion as sample in the study. Assessment of demographic data of study subjects was done through 8-itemed questionnaire related to their age, gender. Type of family, Educational status of father, Educational status of mother, occupation of father, occupation of mother and Residence. Assessment of knowledge regarding Stress and Stress reduction techniques was done through 53-itemed self-structured knowledge questionnaire.

The knowledge score was categorized into various levels e.g; adequate, moderate adequate and inadequate based on the criterion developed by for interpreting the scores, as used Mohansundharia (2017)[12] and Shania (2019)[13] in their study.

If the score was >75% (38 to 50), it was considered adequate, if the score was Between 50%-75% (26 to 37), it was considered moderate, and if the score was <50% (12-25), it was considered inadequate. Simple random sampling technique was used for selection of 60 students from accessible population. The prepared tool (Self structured knowledge questionnaire) and intervention (organized teaching programme) was validated by a panel of experts. Pre-testing of the tool and Intervention was done to check them for the clarity and feasibility. The reliability of the self-structured knowledge questionnaire was determined by 'Test-retest method. Karl Pearson's correlation reliability coefficient computed for self-structured knowledge questionnaire was "r = 0.92". Pilot study was conducted on adolescent students other than the study sample to assess the feasibility of the study. The main study was conducted from 11- 05-2022 to 10-06-2022. Pre-test was done by administering self structured knowledge questionnaire followed by organized teaching programme on the same day and on day 7th post-test was conducted by using same questionnaire. The data collected was analyzed by using descriptive and inferential statistics.

Results

Analysis of Demographic Data of Study Subjects

Equal numbers of study subjects (50%) were of the age 16 years & 17 years, almost equal numbers of study subjects were males (51.7), majority of the study subjects (73.3%) were from nuclear family, majority (78.3%) were residing in urban area, majority of the study subjects (80%) had educational status of father as graduate and above, maximum of study subjects (66.7%) had educational status of mother as graduate and above, majority (75%) of study subjects occupation of father were involved in a professional work and occupation of mother maximum study subjects (60%) were un-employed Table 1.

Regarding Pre-test and Post-test Knowledge Score of Study Subjects

On Pre-test majority of the study subjects (78.3%) had moderate knowledge, 16.7% had inadequate knowledge and 5% had adequate knowledge regarding stress and stress reduction techniques. On Post-test majority of the study subjects (81.7%) had adequate knowledge, 13.3% had moderate knowledge and 5% had inadequate knowledge Table 2.

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Table 1.Frequency and Percentage Distribution of Demographic Parameters of Study Subjects

n=60

Demographic Parameters		Freq.	Percentage
Age	16years	30	50 .0%
	17 years	30	50 .0%
	18 years	0	0 .0%
Gender	Male	31	51.7%
	Female	29	48.3%
Type of Family	Nuclear	44	73.3%
	Joint	16	26.7%
	Graduate and above	48	80.0%
	Higher secondary	7	11.7%
	High school	4	6.7%
	Middle	0	0.0%
	Illiterate	1	1.7%
Mothers Education	Graduate and above	40	66.7%
	Higher secondary	10	16.7%
	High school	5	8.3%
	Middle	3	5.0%
	Illiterate	2	3.3%
Occupation of Father	Un-employed	1	1.7%
	Professional work	45	75.0%
	Non- professional work	14	23.3%
Occupation of Mother	Un-employed	36	60.0%
	Professional work	21	35.0%
	Non-professional work	3	5.0%
Residence	Urban	47	78.3%
	Rural	13	21.7%

On Comparison of Pre-test and Post-test Knowledge Score of Study Subjects regarding Stress and Stress Reduction Techniques

The mean pre-test knowledge score was (21.68±5.09) and mean post-test knowledge score Was (39.57±6.840) which was higher than the mean pre-test knowledge score. So, it can be inferred that the mean difference of 17.89 or increase in the post-test knowledge score regarding stress and stress reduction techniques was likely due to the implementation of the organized teaching programme Table 3.

In findings association of pre-test knowledge score of study subjects regarding stress and stress reduction techniques with their selected demographic variables.

There was non-significant association of pre-test knowledge score of subjects with their selected demographic variables like age (p=0.060), gender (p=0.357), type of family (p=0.460), Residence (p=0.878), fathers education (p=0.865), mothers education (p=0.879), occupation of father (p=0.836), occupation of mother (p=0.066) 0.05 level of significance Table 4.

Table 2.Frequency and Percentage Distribution of Pre and Post-test Knowledge ' Scores of Participants

n=60

Pre and Post-tests	Knowledge Criterion	Freq.	Pct.
Pre-test	Inadequate Knowledge (0-18)	10	16.7%
	Moderate Knowledge (19-36)	47	78.3%
	Adequate Knowledge (37-53)	3	5.0%
Post-test	Inadequate Knowledge (0-18)	3	5.0%
	Moderate Knowledge (19-36)	8	13.3%
	Adequate Knowledge (37-53)	49	81.7%

Table 3.Comparison of Mean Pre-test and Mean Post-test and Mean Difference of Study Subjects

n=60

Know-ledge Score	Mean	SD	Mean Diffe-rence	Paired 't' test	P-value
Pre-test	21.68	5.0-87	17.89	16.5-64*	<0.001
Post-test	39.57	6.84			

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Table 4.Association of Pretest Knowledge Scores of Selected Socio-Demographic Variables

n=60

Association of Pretest Knowledge Scores of Selected Socio-Demographic Variables									
Variables	**Opts**	**Adequate Knowledge**	**Moderate Knowledge**	**Inadequate Knowledge**	**Chi-test**	**P-value**	**df**	**Table Value**	**Result**
Age	16 years	0	27	3	5.643	0.060	2	5.991	Not Significant
	17 years	3	20	7					
	18 years	0	0	0					
Gender	Male	2	22	7	2.060	0.357	2	5.991	Not Significant
	Female	1	25	3					
Type of Family	Nuclear	3	33	8	1.552	0.460	2	5.991	Not Significant
	Joint	0	14	2					
Father's Education	Graduate and above	3	37	8	2.530	0.865	6	12.592	Not Significant
	Higher secondary	0	5	2					
	High school	0	4	0					
	Middle	0	0	0					
	Illiterate	0	1	0					
Mother's Education	Graduate and above	2	30	8	3.745	0.879	8	15.507	Not Significant
	Higher secondary	1	7	2					
	High school	0	5	0					
	Middle	0	3	0					
	Illiterate	0	2	0					
Occupation of Father	Un-employed	0	1	0	1.449	0.836	4	9.488	Not Significant
	Professional work	3	34	8					
	Non- professional work	0	12	2					
Occupation of Mother	Un-employed	1	31	4	8.822	0.066	4	9.488	Not Significant
	Professional work	1	14	6					
	Non- professional work	1	2	0					
Residence	Urban	2	37	8	0.261	0.878	2	5.991	Not Significant

Discussion

The pre-test of adolescent students regarding Stress and Stress reduction techniques was conducted through a self structured knowledge questionnaire which was followed by the implementation of the Organized Teaching Programme (OTP). The post-test of students was conducted on the 7th day of intervention (OTP), using the same structured knowledge questionnaire to assess the effectiveness of the teaching programme. The finding of the present study showed that equal numbers of subjects (50%) were of the age16 years & 17 years and none of them were of 18 years of age, almost equal numbers of subjects were males (51.7) and females (48.3), majority of the subjects (73.3%) were from nuclear family and 26.7% were from joint family, majorities (78.3%) were residing in urban area and 21.7% were residing in rural area, majority of the study subjects (80%) had educational status of father as graduate and above, whereas 11.7% were educated up to higher secondary, 6.7% were educated up to high school and the least number (1.7%) were illiterate and none of them were educated up to middle. Maximum of study subjects (66.7%) had educational status of mother as graduate and above, whereas 16.7% were educated up to higher secondary, 8.3% were educated up to high school, 5% were

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educated up to middle and the least number (3.3%) were illiterate. Majority (75%) of study subjects occupation of father were involved in a professional work, whereas 23.3% were involved in non-professional work and the least (1.7%) were un-employed (labour). As per occupation of mother maximum subjects (60%) were un-employed, whereas 35% were involved in a professional work and the least (5%) were involved in non-professional work.

These findings of the present study are supported by a research study conducted by Mohanasundhari (2016)[14] who had assessed the effectiveness of structured teaching program on knowledge regarding stress and stress reduction techniques among adolescent girls staying in a selected hostel at Chidambaram (N =60). The findings of the study showed that equal numbers of subjects (23%) were of the age 16 and 17 years of age, whereas 53% of the study subjects belong to 15 years age and at least (10%) belongs 18 years of age, majority of the study subjects (73.34%) belonged to nuclear families and 26.60% belonged to joint families. Educational status of father of most of the study subjects 31.67% were uneducated, whereas 25% were educated up to higher secondary, 23.33% were educated up to graduate and above and the least (20%) were educated up to primary. Most of the mother's (46.67%) were uneducated, whereas 31.67% were educated up to primary, 13.33% were educated up to higher secondary and the least number (8.33%) were graduate and above. Occupation of father of maximum study subjects (61.66%) were non professional work whereas 28.34% were involved in professional work and the least (10%) were unemployed. Occupation of mother of most of the study subjects 48.34% were non professional work whereas 38.33% were involved in unemployed and the least (13.33%) were involved in professional, majority of the study subjects (75%) were residing in rural place and the 15% were residing in urban areas.

These findings of the present study are also supported by a research study conducted by Chaware, Munayandi (2018)[15] who had assessed the effectiveness of planned teaching about knowledge regarding Stress and Coping ability among 50 higher secondary students in a selected junior college (n=50) at Maharashtra. The findings of the study showed that 50% of the study subjects belonged to 17 years of age, 44% of the study subjects belonged to 18 years of age but none of them were of 16 years of age, maximum numbers of subjects were (58%) females and 42% were males, maximum of the study subjects (54%) belonged to joint families and 16% belonged to nuclear families, educational status of parents of most of the study subjects 45% were educated up to primary, whereas 21% were educated up to secondary, 20% were illiterate and the least (12 %) were graduate and above, majority of the study subjects (84%) were residing in rural place and the 8% were residing in urban area.

On pre-test, majority of the subjects (78.3%) had moderate knowledge, 16.7% had inadequate knowledge and 5% had adequate knowledge regarding stress and stress reduction techniques.

The findings of the present study are supported by a study conducted by Chaware, Munayandi (2018) who had assessed the effectiveness of planned teaching about knowledge regarding stress and Coping ability among 50 higher secondary students in a selected junior college (n=50) at Maharashtra. Finding of the study showed that on the pre-test majority of the study subjects (98%) had poor knowledge and 2% had average level of knowledge but none of them have good knowledge regarding stress and coping abilities.

The finding of the present study are also supported by study conducted by Mohana sundhari (2016) who had assessed the effectiveness of structured teaching program on knowledg regarding stress and stress reduction techniques among adolescent girls at staying in a selected hostel at Chidambaram (N =60). Finding of the study showed that on pre test maximum of the study subjects (60%) of the adolescent girls had inadequate knowledge 35% had moderate knowledge and 5% had adequate knowledge regarding stress and stress reduction techniques.

On post-test, majority of the study subjects (81.7%) had adequate knowledge, 13.3% had moderate knowledge and 5% had inadequate knowledge.

The findings of the present study are supported by a study conducted by Chaware, Muniyandi (2018) who had assessed the Effectiveness of Planned Teaching about Knowledge regarding. Stress and Coping ability among 50 Higher Secondary Students in A Selected Junior College at Maharastre (n=50). Findings of the study showed that on post-test maximum of the study subjects 50% had good knowledge, 24% had average knowledge, 26% had poor knowledge regarding stress and coping abilities.

The finding of the present study are also supported by study conducted by Mohanasundhari (2016) who had assessed the effectiveness of structured teaching program on knowledge regarding stress and stress reduction techniques among adolescent girls at staying in a selected hostel at Chidambaram (N =60). Finding of the study showed that on post test majority of the study subjects (81.66%) had adequate knowledge, 18.34 had moderately adequate knowledge and none of them have inadequate knowledge.

In our study, the mean post-test knowledge score (39.57±6.840) of the study subjects regarding stress and stress reduction techniques was significantly higher than

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the mean pre-test knowledge score (21.68±5.09) at 0.05 level of significance. This indicated that organized teaching programme was effective in enhancing the knowledge of adolescent students regarding stress and stress reduction techniques.

The findings of the present study are supported by a study conducted by Chaware, Muniyandi (2018) who had assessed the effectiveness of planned teaching about knowledge regarding stress and coping ability among 50 higher secondary students in a selected junior college at Maharashtra (n=50). The findings of the study showed that the mean post-test knowledge score (16.64±4.12) of the study subjects regarding stress and stress reduction techniques was significantly higher than the mean pre-test knowledge score (6.5±2.89)at 0.05 level of significance. This indicated that planned teaching programme was effective in enhancing the knowledge of adolescent students regarding stress and stress coping abilities.

The finding of the present study are also supported by Mohanasundhari (2016) who had assessed the effectiveness of structured teaching program on knowledge regarding stress and stress reduction techniques among adolescent girls at staying in a selected hostel at Chidambaram (N =60). The findings of the study showed that the mean post-test knowledge score (43.22±5.98) of the study subjects regarding stress and stress reduction techniques was significantly higher than the mean pre-test knowledge score (25.8±4.23) at 0.05 level of significance. This indicated that structured teaching programme was effective in enhancing the knowledge of adolescent students regarding stress and stress reduction techniques.

The findings of the present study showed that there was non-significant association of pre-test knowledge score of adolescents with their selected demographic variables like age (p=0.060), gender (p=0.357), type of family (p=0.460), Residence (p=0.878), fathers education (p=0.865), mothers education (p=0.879), occupation of father (p=0.836), occupation of mother (p=0.066) at 0.05 level of significance.

The findingsof the present study are supported by a study conducted by Chaware, Muniyandi (2018) to assess the effectiveness of planned teaching about knowledge regarding stress and coping ability among 50 higher secondary students in a selected junior college at Maharashtra. Findings of the study showed that there was no significant association of pre test knowledge with their selected demographic variables age (p=1.019), gender (p= 1.36), Residence (p=0.19), type of family (p= 2.66), Parental educational status (p= 5.92) at 0.05 level of significance.

The findings of the present study are also supported by a study conducted by Mohanasundhari (2016) to assess the effectiveness of structured teaching program on knowledge regarding stress and stress reduction techniques among adolescent girls at staying in a selected hostel at Chidambaram (N =60). Finding of the study showed that there was no significant association of pre test knowledge with selected demographic variables educational status of parents ,occupation of parents, age. The Kruskal Wallis test confirms that there is no significant association between the demographic variables (age, educational status of parents, occupation of parents).

Conclusion

Since pre-test findings showed that the study subjects had inadequate knowledge regarding stress and stress reduction techniques .So there was need to educate them.

The organized teaching programme was found effective in improving their knowledge which was evident from post-test knowledge score. These demographics variables (like age, gender, type of family, residence, fathers education, mothers education, occupation of father and occupation of mother) did not effect on their knowledge level regarding stress and stress reduction techniques.

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Conflicts of Interest: None

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